RON JOHNSON: MAKE EDUCATION A PRIORITY.

Letter to editor spurs awareness of black achievement

To the Editor,

As a black student in stereotypical "white Shaker," I am deeply concerned with the academic status of my fellow black students. To put it bluntly, we blacks (in Shaker) are not doing as well as our white counterparts. The difference in percentages between the grade point averages of black students and those of white students is very great. The fact that over 50 percent of my fellow Afro-Americans are doing less than "C" work scares me.

American society today is highly competitive, and I suspect it will become even more competitive as technology increases and educational standards rise. There is the reality that after high school there exists a cynical world where only the strong survive.

As Shaker students, black or white, we have a slight edge over our other "competitors" because our school system is a leader in education. But that guarantees nothing. We must use this advantage and as black students we must be even stronger, for this great American system of ours still shows signs of elitism that must be overcome. We all know peer-pressure to be a controlling force in our lives, so why not use peer-pressure as an advantage? Make education a priority.

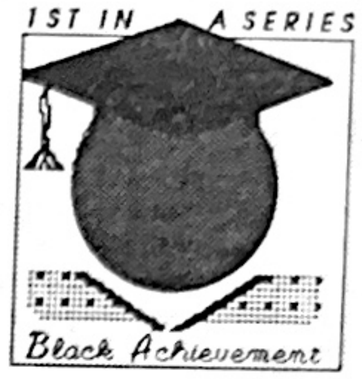
Sincerely,
Ron Johnson

BY SCOTT GOLDSTEIN
Staff Reporter

Although Shaker Heights is nationally renowned for its excellent school system, it is certainly not immune to all the problems of education, especially that of low achievement among its black students, as recent statistics indicate.

For instance, over 50 percent of blacks at the high school have less than a "C" average, as compared to the over 50 percent of whites who have better than a "B" average. Only 12 percent of black students have better than a 3.0 grade point average.

The reason for this and other differences between blacks and whites is a complex one.



John Addison, director of the Push/Excel program in Shaker, feels that low achievement is due in part to the fact "that we (black Americans), in general, do not make education a high enough priority" and that the "expectations for blacks are too low," implying that higher expectations seem to induce higher achievement.

Educators throughout the country have come up with several theories that may explain black underachievement. Some feel it is due to peer pressure to treat school lightly, while others cite cultural reasons. The only certainty right now, however, is that low achievement is not due to some inherent difference between blacks and whites.

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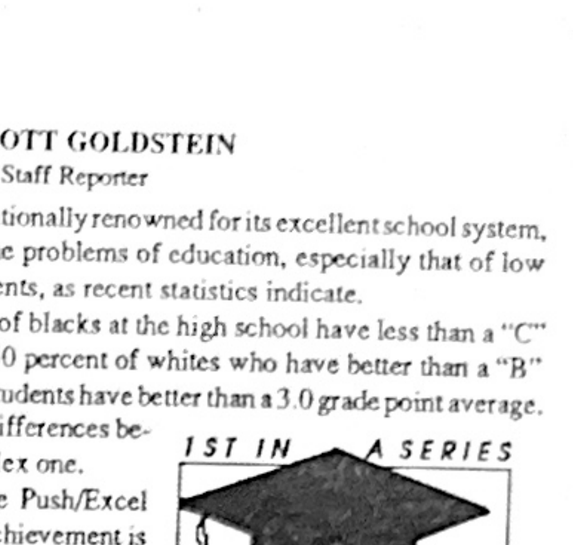

INSIDE
On pages 4 & 5
We're not allowed to punish physically anymore—that's why these kids keep on coming back for more mental punishment. One paddle in the office and there wouldn't be any kids in Saturday school."
Isaac Smith, assistant principal

AIDS in school

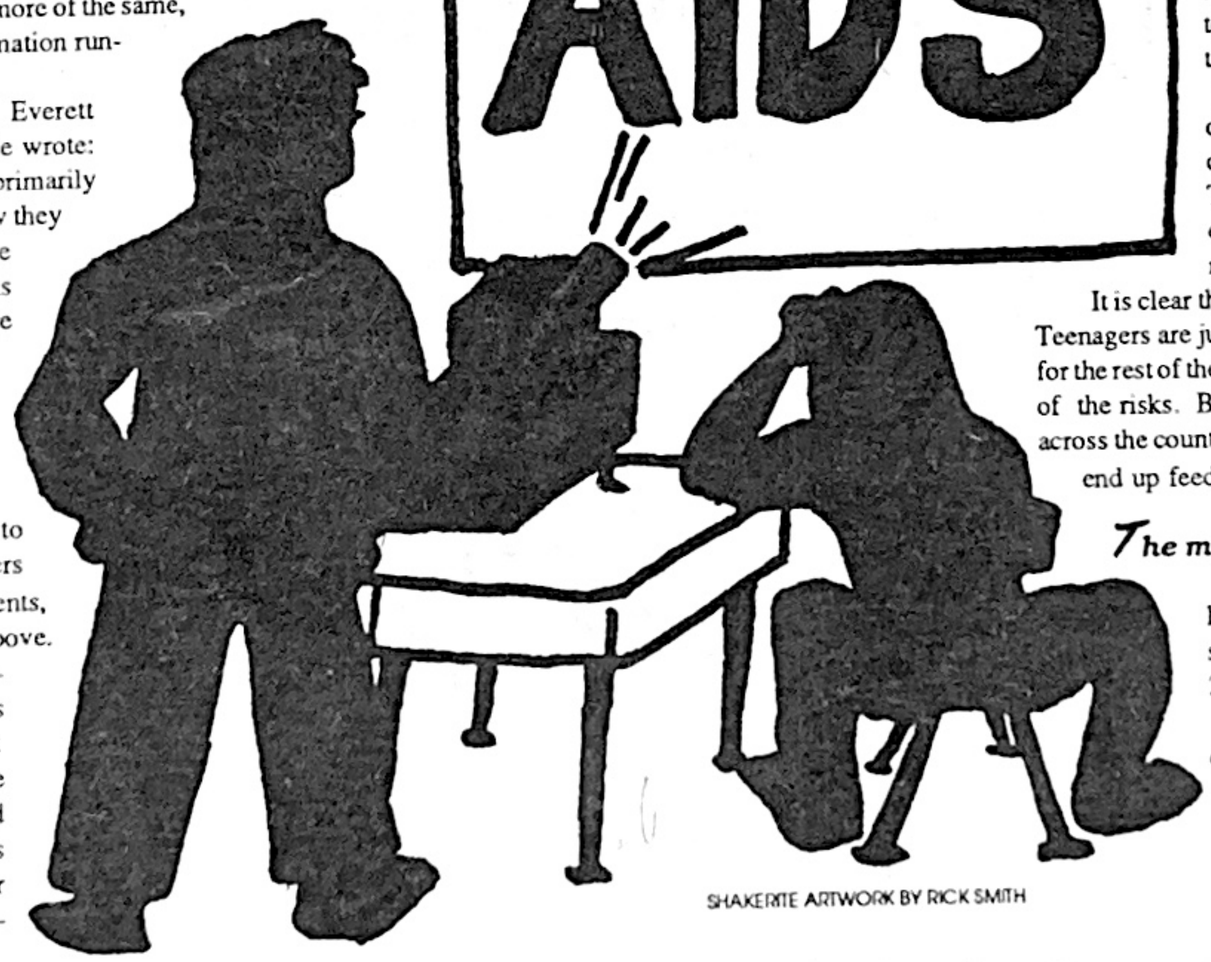
An effort to educate children has become as controversial as it has essential

BY PETER NAGUSKY
Editor-in-Chief

O.K. Take out some paper. No complaining. It's time for a pop-quiz.

Who is most susceptible to catching the AIDS virus? Your train of thought tells you it is those who experiment most with sex and drugs, so you write teenagers. Correct. And where is the most practical place to educate them about AIDS? School, you answer? Right again.

But what is obvious to you and me has been a difficult response for adults across the country to grasp. Unfortunately, what was true a generation ago is true today: children know both too much and not enough about sex. Now there is more of the same, at a younger age, with misinformation running rampant.



SHAKERITE ARTWORK BY RICK SMITH

In Surgeon General C. Everett Koop's 1986 report on AIDS, he wrote: "There are a number of people, primarily adolescents, that do not yet know they will be homosexual or become drug abusers and will not heed this message; there are others who are illiterate and cannot heed this message. They must be reached and taught the risk behaviors that expose them to infection with the AIDS virus."

Two surveys, one given out to all high school faculty members and the other to high school students, confirm the ideas mentioned above. The survey indicated (see graphics on page 8) that most students have misconceptions about AIDS; they admit that they have not learned enough to understand the disease, they think school is the place to learn, and nearly four out of five are interested in learning more. The questionnaire showed that there are a good number of faculty who do not have enough knowledge to lead a class discussion about AIDS but would be willing to if they knew the facts. They, too, strongly believe school is the place to teach and learn about the epidemic. It might seem logical to begin educating students, but the issue leads to a complex rollercoaster of questions and concepts.

Severity of disease

Over 45,000 Americans have died of AIDS since 1981, but less than half of one percent of all AIDS cases reported are 13 to 19 years old. Experts say that this estimate is probably low. One out of five people with AIDS is between the ages of 20 and 29 and, in many cases, symptoms do not occur for up to 10 years. It is evident, then, that a good number contracted the virus as teenagers.

A 1986 Harris poll indicated that 59 percent of 17-year-olds have engaged in sexual intercourse. Yet, only one-third of teenagers take precautions to prevent pregnancy or disease. Teenagers have the highest rate of sexually transmitted diseases (STD's) of any group in the United States and over one million teenage girls become pregnant each year.

It is clear that high school students are vulnerable to the AIDS epidemic. Teenagers are just discovering their sexuality and setting patterns of practice for the rest of their lives. More and more experts insist that they must be aware of the risks. But still, the scholastic silence is continuing in most districts across the country. Instead of facts removing fear, rumors are circulating and end up feeding that fear.

The mythmakers

According to the faculty, 80 percent of Shaker students have misconceptions about the disease. In fact, one in three students immediately link AIDS to homosexuals, and another 28 percent usually think of the disease as a joke.

The media asks, "Now that the disease has come out of the closet, how far will it spread?" The public reads and hears the implication that AIDS is homosexuality—the two become one, they are both diseases, they are the same disease.

□ Continued on Page 8

the NEWS BRIEFS
SHAKERITE

LOOKING AHEAD

Although he withdrew his name for consideration for the position of Commissioner of Public Education for the State of Massachusetts two years ago, Superintendent Dr. Peter Horoschak has publicly stated his intentions to continue exploring various opportunities in his field. Horoschak will continue to lead the district through July 31, 1989.

ROW-ROW RHODES

A senior at Harvard University, '84 Shaker graduate Carolyn Minter was chosen to be a Rhodes Scholar. At Shaker, Minter was a National Merit Scholar. She will graduate from Harvard in June with a bachelor's degree in international economics. As a coxswain on the men's lightweight rowing crew, she earned a varsity letter. The Rhodes Scholarship was established in 1902, and scholars must have shown academic and athletic excellence.

BRIGHT IDEA

The Student Group on Race Relations (SGORR), is among 100 of the brightest curriculum ideas nationwide, according to the American School Board Journal and the Executive Educator. About 150 Shaker students use films, discussions and exercises three days each school year to explain how peer pressure can affect social relationships, said faculty adviser Marcia Jaffe in a Plain Dealer interview. The program targets sixth-graders because they are at a point where peer pressure begins to dictate friendships. "They become more aware of what their peers think. (Peers) are more powerful than parents and teachers... Our aim is to have them retain those multiracial friendships," she said.

POST-FINAL FESTIVITIES

Winterfest '87 is becoming a reality, as Student Council finalizes plans for the week after finals. The fun starts with a skating party and includes a snow-sculpture contest, inter-class volleyball and basketball games, a red and white breakfast, several speakers and a talent show. The week ends with a dance.

SPOTLIGHT ON THE SHAKERITE

During the National Scholastic Press Association's fall convention in Kansas City, co-Centerpiece editor Amy Rosewater won a Superior rating for an on-the-spot story based on a speaker and a 15 minute interview following the speech. Her award is the highest rating from among approximately 100 contestants from across the country.

TUNES A-BLASTIN'

From over 400 applicants from around the state, four band members were selected to perform in the Ohio Band Directors Conference All-State Symphonic Band at the University of Akron Dec. 5. The four chosen were senior Elena Anderson, french horn, junior Geoff Leach, euphonium, and juniors Allison Ailer and Susan Renkert on the flute. The All-State Band was conducted by the director of bands at Michigan State University.

VOCAL RECOGNITION

The speech and debate team has dominated its latest debate tournaments. In Oregon debate, seniors Jon Salkin and John Marshall placed first in the Centerville tournament, second in the Pittsburgh Central Catholic tournament. Sophomore Sarah Davis placed second at Midpark in foreign extemperaneous speech, Zak Burkons placed sixth in the same competition and sophomore Andrew Jorgensen placed fifth in domestic extemperaneous speech. In the Orange tournament, sophomore Austin Ratner debated to a second place finish.

Early applications

With an increasingly strong applicant pool, many students seek a way to improve the acceptance chances into schools of their choice

BY JULIE ALFRED
News Editor

Some people work for weeks, months, even years on their college application essay, while others do it the day it's due. With procrastination even more common than allergies and tough competition for college acceptance, why do some students buckle down and get their applications in three months early?

"Applying early decision tells the college that it is your number one choice. If you are deferred, in the spring you'll have an edge over an equal competitor," said senior Dan Craig.

Deferral means that the college does not accept the applicant under early decision, but places him in the regular decision pool.

Colleges receive no more than 10 to 15 percent of applicants early decision, and admit no more than five percent of the freshman class early decision. If accepted, prospective freshman must enroll. They may withdraw their application, but then could not file applications to any other colleges during that school year.

Ivy League schools offer admission under Early Action, notifying the applicant in mid-December but not requiring a response until May. Applicants may apply to any other non-Ivy school under regular decision.

Applicant pools are generally stronger for early decision, but cutting down waiting time is as important to some students as improving their acceptance chances by showing the school is their first choice.

"My stress level goes up 10 points every day I wait. If I don't get in, I plan to commit suicide, and this way [early decision] I can do it before finals," said senior Danielle Meltzer.

Jim Weiss, a sophomore at Northwestern University who coordinates overnight campus visits, said, "I see kids who since their freshman year of high school have been told to do their best and work hard. But they see it as 'I've got to do well so I can go to a good school. If not, I won't do well in life.' That's simply not true."

Although the number of 18-year-olds in the United States has declined, the competition to attend selective colleges has grown increasingly stiff. Many selective colleges report that applicant quality—based on SAT scores, grades and extracurricular activites—is higher than ever before. Admissions officers say they are rejecting applicants who would have been easily admitted a few years ago.

According to Ted O'Neill, the associate director of admissions at the University of Chicago, the number of applicants at universities nationwide has increased by 50 percent since 1977.

"We [the admissions committee] looked at 4500 applications this year and we expect more next year," he said. "For us, the increase is a result of an enlarged federal aid budget and because we've traveled to more schools around the country and sent out more brochures. Basically, we've just reached more students."

O'Neill said other colleges have taken similar measures to recruit more students, and this is why qualified applicants are subject to greater competition than their counterparts of a decade ago.

Shaker guidance counselor Eileen Blattner disagrees with the theory that increased recruitment efforts lead to increased numbers of applicants. She cites word-of-mouth as the primary factor in stimulating a student's interest in a particular college. "The people to ask about a school are really the kids," she said.

Some colleges, like the University of Michigan, Kenyon and Northwestern used to have approximately 90 percent acceptance rates of Shaker applicants, but during the past few years have toughened their admissions standards. Even historically selective schools like Duke, accepting 59 percent of Shaker's applicants, are finding recent applicant pools to be increasingly competitive.

"The kids in the application pool are off the charts," said Richard Steele, director of undergraduate admissions at Duke. Last year, applications at Duke went up 19 percent from the previous year. "This is the toughest competition we have ever seen. We have a hard time saying no to some of these kids."

With such discouraging statistics, optimism among early decision seniors is hard to find. But Kristin Marlow said that if a college is "where I really wanted to go, then why shouldn't I try early decision?"

Seniors Geoff Gibson and Bess Messerman emphasized the time factor in their choice to apply early decision. Gibson said that he can't handle waiting until April, while Messerman said "I don't want to worry about anything second semester."

But relatively few seniors apply early decision, with approximately 35 students currently on file. "Kids generally don't want to commit," Blattner said.

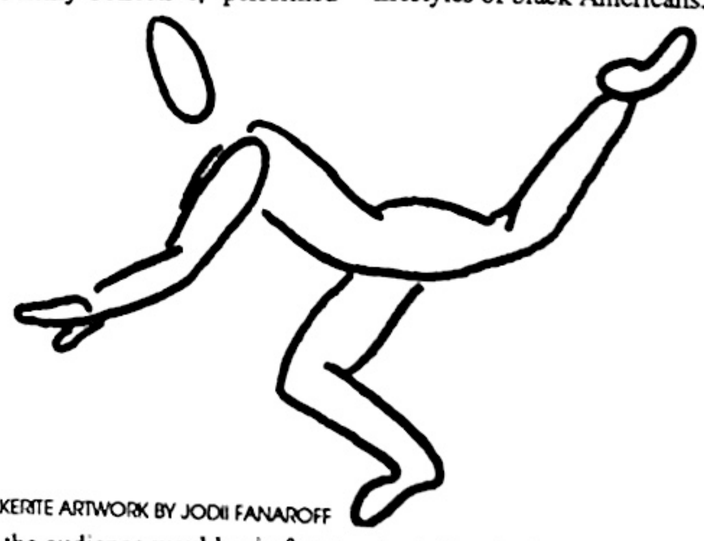
Duffy organizes show

Dance program illustrates black awareness, focuses on enduring qualities of families

BY JOSH LEVY
Staff Reporter

To illustrate the continuity of peace, love and respect among the diverse black families of the world, foreign language teacher Edna Duffy combined the artistic talents of five black dance companies in Cleveland for "The Family Collective," performed Nov. 21 at the high school.

"We [the dance companies] were looking for a place to do this where all people of all races are welcome to come and join us," said Duffy, the coordinator of dance for the Cleveland project for the Ohio Arts Council, "therefore, Shaker Heights High School would be a great place."



SHAKERITE ARTWORK BY JODII FANAROFF

Duffy also said that the companies were not only concerned with the audience they attracted, but also what the audience would gain from the performance.

"'The Family Collective' is an exposition of dance diversity interwoven with culture and tradition of black America," said Duffy, who also performed in the show. "The audience should experience dance as history, as well as an art form."

The show documented the history of black families through dance, song and poetry ranging from the Amazon basin to the urban lifestyles of black Americans. Each scene depicted family unity, characterized by peace, love and mutual respect.

Senior Keely Minter, who danced in the show, said, "Because the blacks have been oppressed in the past, their family and their religion was essential to keep them united. This is where the blacks have always gained their strength."

Minter and Duffy performed with the Duffy Liturgical Ensemble, in addition to four other dance companies, including the Bukurie West African Dance Company and the Louis Naylor Porgery.

Saturday school fails to enhance student learning

the RITE IDEA

SHAKERITE

Due to increased tardiness, frequent cutting of classes and various disciplinary problems, the Saturday detention system was implemented at SHHS during the 1985-86 school year. Presently, students "acting in any manner that detracts from SHHS's image" may be assigned up to four hours at "Shaker Saturday school."

During the detention period, which lasts from 8 a.m. until noon each Saturday, students are expected to work on classroom assignments given over the weekend. As no talking or sleeping is permitted, detention is similar to a silent study hall. However, most students readily admit that little work is done, and for the most part, the time is wasted (see Centerpiece). If this is the case, then the Saturday detention system should be changed. A cafeteria full of students abysmally staring at a clock on the wall hardly enhances SHHS's image.

Instead, students assigned to Saturday detention could assist in improving the high school in some capacity. For instance, they could aid in cleaning up litter around the school grounds or help paint the Shaker bleachers. This would not only be a more productive use of time, but would serve the purpose for which Saturday school was initially intended.

In short, if Saturday schoolers were induced to stop daydreaming and start doing, everyone would benefit.

Persian Gulf: Students cannot ignore American involvement

BY DAN POLSTER
Opinion Editor

With most of the nation's attention being given to the fate of the stock market and the summit meeting with Soviet leader Mikhail Gorbachev, Americans are showing a real lack of concern over the present situation in the Persian Gulf.

Listening to President Ronald Reagan and other government officials talk, it would seem that there are little or no problems in the Middle East. Our fleet is supposedly only there for defensive purposes: to protect Kuwaiti oil tankers as they pass through the Gulf.

If one listens to the news refer to "allied and enemy forces," destroyed oil platforms and suicide gunboats, however, it would seem that a state of war nearly exists. Has everyone heard the news reports about Iran's recent national holiday, Kill Americans Day?

So who does one listen to, the press or the government? Unfortunately, Americans have died in the Gulf, so whether a war has been "declared" or not, the media's reports should not be taken lightly.

Such lack of knowledge and concern is wrong. In the hallways at Shaker, many students are probably not even aware that the United States is fighting in the Gulf. Those that are aware often do not care, prefering to focus their attention on what new story to tell the teacher when another assignment is late.

As teenagers, we should be more concerned than most about this situation. Even if hostilities were to end today, all the male students still have to register for the draft upon reaching the age of 18. Some students already have. If fighting continues, however, and war is declared, chances are great that the draft would be reinstituted. How many of us are ready to go fight this year?

Although it is often easy to lose sight of what is happening on the other side of the world, we must not in this case. Just reading the newspaper, watching the national news or picking up a Time or Newsweek would at least make students and others aware of the facts.

It is imperative that we all stay concerned about the Gulf situation so that we do not find ourselves picking up dead bodies instead of diplomas during the upcoming few years.

the SHAKERITE

VOL. 58, NO. 4

THIS ISSUE, FOR AND ABOUT THE STUDENTS OF SHAKER HEIGHTS HIGH SCHOOL, IS THE FOURTH ONE OF THE 1987-1988 SCHOOL YEAR.

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Shakerite confronts challenging issues

With the year half over, I feel we have conquered some difficult stories—the John Marshall incident, Presidential candidate Albert Gore's visit to the high school and Shaker's experience with the AIDS disease. But in our fourth edition, especially, we delve into many important issues.

"It is essential to deal with the difficulties of black achievement," said senior Scott Goldstein, who has had several conferences with Push/Excel director John Addison and high school Principal Dr. Jack Rumbaugh in preparation for the first story in a series, "especially when one considers the implications education may have concerning black and white relations."

The second challenging article this month carefully probes into the complex problem of how adolescents are failing to be educated about the dangerous AIDS epidemic. It will also be continued in a future issue.

Lastly, our Centerpiece editors, Kristin McGovern and Amy Rosewater, took on the challenging task of covering student punishment. It is their intention to inform readers of the strengths and weaknesses regarding discipline of students.

We all hope, through our careful research and reporting, to heighten the awareness of certain situations so that they can be dealt with in a better manner.

It is in our future plans to couple such imposing and weighty stories with a balance of reporting on less serious but just as interesting text. Keep in mind that we publish this newspaper to "supplement the educational environment of the high school by providing an informative and entertaining source of news to the school and all of its components."

Sincerely,
PETER NAGUSKY
Editor-in-Chief

AN ENQUIRING MIND

To the Editor:

As you may have noticed, every Monday morning since last March, I have posted National Enquirer type articles on the walls. Last Monday (Nov.30), I was told by Mr. Mohney to discontinue this action citing that it was not a "school activity."

I agree that it is not a school activity, but that does not mean it should be removed from campus. Aside from being entertaining to students and faculty alike, the articles contribute positively to the learning atmosphere. In Health class I was taught that stress on high school students is enormous and often damaging. The articles help to relieve some of that stress by taking some of the academic pressure off student minds.

I was pleased to see that my articles have not gone unnoticed as several recent headlines were included in the Shaker Theatre production of "Measure for Measure." The articles have no more purpose than the "top five" lists which appear periodically on the cafeteria board. They both break up the monotony of the day. The articles are also chosen carefully so as not to be offensive to anyone.

Since the administration has done little to alleviate academic pressures, and the articles have, I ask you to tell your administrators that you would like to see the articles on Monday mornings again. They allow me to express myself creatively while they make Mondays that much easier to take. Thank you for your time and effort.

Sincerely,
DAVID RHODES

Getting in trouble:

Students face legal problems and their consequences cope with Saturday detention instead of corporal punishment

Drinking, theft, fights lead students to trouble with law

BY KRISTIN MCGOVERN
co-Centerpiece Editor

They do anything from theft to speeding and their punishment ranges from a few hours of community service to months in a detention home. They are students who get into trouble with the law.

Junior David Branagan is one of many students who has had his share of punishment. In 1984, Branagan took part in a Cleveland Heights-Shaker Heights fight involving a "petty," as Branagan put it, disagreement over a girl.

The fight resulted in a 10 day suspension period for Branagan and two court rulings of first degree assault. Branagan was put on probation for nine months. His probation required eight hours of work per week, two hours of homework per day, as well as household chores and early curfews. Branagan, however, had few complaints.

"[The punishment] was fair," said Branagan, explaining that the others were more than first-time offenders and could have been put in detention homes. He added, "I got off the hook pretty easily."

According to Tom Gray of the Juvenile Bureau, cases like Branagan's are quite common.

"Shaker students tend to get in trouble for drinking, thefts and fights," said Gray.

Gray also reiterated Branagan's comment about just punishment. Contrary to popular belief, the law is not "out to get" teenagers.

"The court is very lenient in dealing with kids. [The courts] are aimed at giving people a break, and giving kids a chance to prove themselves again," said Gray.

First time offenders, according to Gray, are usually given a warning. Second and third time offenders get probation and depending on the situation, are placed in a detention home. Only the most severe cases are sent to Greenview detention home in South Euclid, but such punishment is rare for Shaker students.

As for the parents' reactions to these punishments, "they are either one extreme or the other," according to Gray. Some parents are outraged and question the punishment their child is issued. Other parents are content that their child is finally getting the discipline that was so desperately needed.

Gray said that the purpose of punishment is to teach a lesson, not for juveniles to despise the law and police.

Branagan, however, learned his own lesson: "If you're going to do something that's wrong, you shouldn't be flagrant about it. But if you do get caught, the system is fair."

BY CARYN MARKUS
Feature Editor

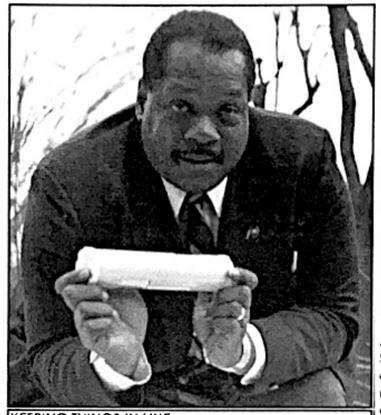
With numerous technological advancements to stimulate a greater sense of intellectual responsibility, one would think America's schools and homes are far from the old-fashioned disciplinary paddle. A closer look, however, must be taken. A government report made in 1984 found that millions of children each year are suspended, expelled and punished physically. Documented cases were established showing that school children were being beaten, pushed, kicked, paddled, punched and stomped. Irwin Hyman, one collaborator of the information, regarded the number of school suspensions and expulsions as a national disgrace; problems stemmed from the lack of organization in contemporary society, the rapid pace of change and the violence in American homes. President Reagan, too contends that our schools are in chaos, and that a dose of "good old-fashioned discipline" will return us to the halcyon days when they were not.

How, then, does Shaker fit into this long realm of statistics? Corporal punishment is legal in the state of Ohio but although these state and federal laws give school personnel the right to use physical reprisal, the Shaker Hts. Board of Education has not condoned its use for over seven years. This policy adds however, that force and restraint which is reasonable and necessary is permissible.

Alternatively, the administration has designed a set of of guidelined instructions for the punishments of various violations: caught smoking, five days in school suspension; found fighting, 10 days out-of-school suspension; cutting study hall, and one hour of Saturday school. The list goes on.

"We try to do a lot of counseling," Unit Principle Richard Vlah says about Shaker's discipline method. "Corporal punishment is degrading and would only create resentment. I don't think it would be successful in correcting behavior, but merely cause more problems."

Yet are the 40 or more students found in Saturday school each week indicative to a successful school structure, needed? Unit Principle Isaac Smith believes punishment should theoretically change the behavior of students, something that does not always occur.



KEEPING THINGS IN LINE
UNIT PRINCIPAL ISAAC SMITH HOLDS A HANDMADE SCROLL WITH DISCIPLINARY RULES FOR SCHOOL RELATED CRIMES.

"Students know they'll only be talked to; a little brow beating, lost time in the classroom, maybe being away from school for a few days. We have some students who aren't going to change with just that, there are some who won't change without an external force... like a bus," said Smith.

Returning to the factors precipitating discipline problems, both Smith and Vlah agree parenting has a great influence. Perhaps now the buck should be passed to the home where physical punishment might be regarded as less "degrading." Supporting this theory, junior Jason Spates admits that when his mom hits him it usually makes him think about what he has done wrong. However, from someone else, it might only serve as reason to hate, and therefore a reason to rebel more.

This issue, far from being unique to America, is dealt with all over the world. The Swedish government, for example, rather than coping with the question of physical reprimand, implements the illegality of spanking children whether in home or in school. Bo Carlsson, father of junior Marc Carlsson and Swedish himself, says he agrees that physical punishment should not be a part of school curriculm, but perhaps Swedes have gone too far by intervening in the private homes.

"Swedes are opposed to violence in all forms," said Carlsson. "In comparison, I think our society has a much greater tolerance for violence, the evening news and abundance of R rated movies are testimony to this."

Further avouchment to America's appetite for acrimony, is the realization that out of all Continental Europe, Japan and the entire Communist bloc, the U.S. is one of the few countries that, as Hyman describes, "inflict pain for purported educational ends."

On this moral basis then, Shaker may be in the right, protecting administration, parent and teacher's relationship over a perhaps longer success period punishment.

Enforcing this on a student basis, junior Yalanda Steward predicts pupil reaction to corporal punishment in Shaker. "I, personally would just walk out of class, I think everyone would. We wouldn't put up with them hitting us, we'd get together and revolt."

Saturday school:

Just, effective punishment?

BY AMY ROSEWATER
co-Centerpiece Editor

It's finally the weekend.

It's time to be with friends, see movies, cheer at hockey games and—oh yes—attend Saturday school.

The halls are desolate. The room is silent. Students are flipping through newspapers and at the same time, walkmans are being confiscated. Some are trying to sleep and others are staring at the ceiling.

From eight to 12 every Saturday morning, science teacher and supervisor of Saturday school, Mark Hoskins, meets with an average of 40 to 50 students in the cafeteria—no, not to "do breakfast," as seen in the movie "The Breakfast Club," but rather to supervise a punishment period.

According to Hoskins, Saturday school is an effective alternative to in-school suspension and is "meant to reinforce the rules regarding violation of tardies and other violations."

Every Saturday morning, Hoskins governs students who have been sentenced to Saturday school by their unit principals for behavioral problems. According to junior unit principal, Issac Smith, these include truancy, five or more tardies and negative attitudes.

Teachers can only assign a student Saturday school if the student has racked up five or a multiple of five tardies in that teacher's class. When a student attends Saturday school for this reason, he or she serves a one hour term for every five tardies. If a student uses profanity or acts disrespectfully in a class, the teacher, according to freshman unit principal, William Trost, the teacher can not assign the student Saturday school. The teacher can, however, write up a referral to the the student's unit principal and then it is up to the principal to decide what punishment he or she will give the student. This punishment can be Saturday school. According to Trost, the most common offense that results in Saturday school is a student's use of profanity.

Each week, according to Hoskins, only 50 to 60 percent of the students assigned to Saturday school show up. Students can be assigned up to four hours of detention and the amount of hours doubles if the student does not attend Saturday school. During this time, Hoskins claims that he prohibits such activities as talking, combing hair and sleeping. According to junior Alan Feuer, Saturday school is a good way to get homework done.

Sophomore Jordan Goldberg agrees. "If you're late to class, you miss your work. Saturday school gives you the time to work," he said.

"[Saturday school] is a fair punishment. It's better than being kicked out. The only bad part is that you have to get up early," said junior Steve Carpenter, who attended Saturday school for acquiring five tardies.

Sophomore Naeema Batin feels that Saturday school is unfair unless a student "really deserves it"—by behaving disrespectfully. Batin, who attended Saturday school for tardies, claimed, "It's my education—if I want to be late, I can."

On the other hand, Smith feels that Saturday school is not enough of a punishment.

Principal Jack Rumbaugh feels that Saturday school could be more effective. Sometimes Rumbaugh has groups of students pick up trash around the oval or wash windows as an alternative to Saturday school.

"The focus of Saturday school is punishment. We can't take all the students out of Saturday school and put them into some sort of community service program. How would we supervise?" Rumbaugh said. The students who are involved in community service activities are "directly involved with me as principal." Rumbaugh stressed that he has never assigned anyone to Saturday school.

Hoskins, although he feels that Saturday school is a fair punishment, claims that a better punishment would be that which is similar to Rumbaugh's alternatives—some requirement of community service. Hoskins also mentioned that a tutoring service would be beneficial on Saturday morning.

Hoskins claims that Normandy High School in Parma, has an organized approach to Saturday school. There, each punished student must attend Saturday school for four hours. There are structured programs for drug awareness, career awareness and behavioral modification during this time.

Sophomore Major Harrison, like Hoskins, believes that a community service oriented program would be more beneficial than the present system.

"I'd rather help out with the community. [Saturday school] is a waste of everybody's time," he said. "It's so boring."

"I don't say that [Saturday school] is going to correct people from misbehaving, but the students must be punished in some way—it's not a good way for everyone," claimed Smith.

The "everyone" Smith refers to includes "good kids," who according to Smith, "think they're slick and cut school," and the "regulars," who repeatedly show up on Saturday mornings.

"I've seen kids ten, twenty times in a row," said Hoskins.

For the "regulars," it may be just another "X" on the calendar. For the first-timers, it may cause a great deal of shouting at the alarm clock. For whatever reason—they all gather together on Saturday mornings to serve their time.

HEY, BRUDDER, WHERE YOU GOIN'SO DARN EARLY IN THE MORNING?
AWWWWWW. SATURDAY SCHOOL. NEVER COULD FIGGER ON WHY THEY CALLED IT THAT. YOU DON'T LEARN ANYTHING—
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BEATING THE SATURDAY BLUES. PRINCIPAL JACK RUMBAUGH FEELS THAT SATURDAY SCHOOL COULD BE MORE EFFECTIVE. RUMBAUGH HAS PROVIDED SOME STUDENTS WITH COMMUNITY-SERVICE ORIENTED PROGRAMS AS ALTERNATIVES TO SATURDAY SCHOOL.

Students fail to fulfill academic capabilities

BY DEVIN FRIEDMAN
Staff Reporter

"If I'm tired, there's no way I'm doing my homework...Forget that. If it's a battle between sleep and homework, sleep wins," said sophomore Michael Dawson, explaining why he sees himself as an underachiever.

If this scenario sounds familiar, you too may be catagorized as an underachiever.

According to chemical concerns coordinator, Robert Annandale, underachievement is the biggest problem some students are facing.

District head of Push-Excel John Addison defines an underachiever as one who has poor grades when his achievement tests show a much higher capability.

A number of students seem to have different views on the definition of underachieving. "An underachiever is just a smart guy who doesn't do his homework," Dawson said.

Sophomore Katie Hamann said, "An underachiever is simply someone who doesn't achieve at the level at which he is capable."

While all of the people spoken to about underachievement agree that it is a problem, they do not agree on the causes.

"In all the years that I have been in the Push-Excel program, the most significant reason kids do poorly is that they don't do homework, or they do part of it and hand it in late," said community liason for the Push-Excel program, Mary Lynne McGovern. She attributed underachieving to a lack of motivation, a lack of organization and poor time management.

Addison, on the other hand, says that often it is problems with self-confidence, self-perception and poor work habits that alter achievement.

Unit Principal William Trost associates low grades with attendance and behavioral problems. Second semester of last year 65 of the 94 students who cut five or more classes failed at least one class. Those 65 students earned 125 out of the 195 failures in a class of 498 students. He cites four students who were National Merit or National Achievement finalists but did not graduate with their class as an excellent example of underachievement.

What is being done about this problem? McGovern and Henry Woodard are heads of the Push-Excel program, working to help students achieve. Developing student-mentor relationships and serving as liasons between students and teachers are the group's main activities. McGovern adds that independent initiation is needed by both the student and encouraging parent in order for these organizations to be successful.

"There usually is a very supportive home environment but students often say they already did their homework or they don't have any. Parents aren't finding out until progress reports."

So the next time there is that difficult decision between watching "The Cosby Show" and finishing up a history paper, think again—there may be a repeat of Bill Cosby next week.

Performing arts sparkle at high school

Dance show rocks

the ARTS COLUMN
SHAKERITE

Lights! Music! Action!

The dance club livened up the school day with modern dance, jazz and ballet when they performed on Friday, Dec. 11, for three periods. Approximately 30 dance club members performed along with one guest dancer from Shaker, two staff members and a Warrensville student performer.

What makes a dance performance special?

"At rock concerts, students are expected to howl and yell. At a formal concert, the reaction should be internal," said Margie Feran, dance director.

Allowing for these individual reactions, the group performed a variety of pieces, including one featuring computer teacher, Phil Smith, and assistant dance director, Pam Corbin.

The dance club will present its next show April 15.

BUSY AS BEES

Striving to make beautiful music, band, choir and orchestra are each filled with hectic production schedules. The Winter Band Preview featuring seventh and eighth grade bands and Shaker's Concert and Symphonic Wind Ensemble bands was held Dec. 10 at the Middle School.

With holiday vacation approaching, the Winter Choral Concert is as well. A Capella Choir, the Chanticleers and the Concert Choir will each perform.

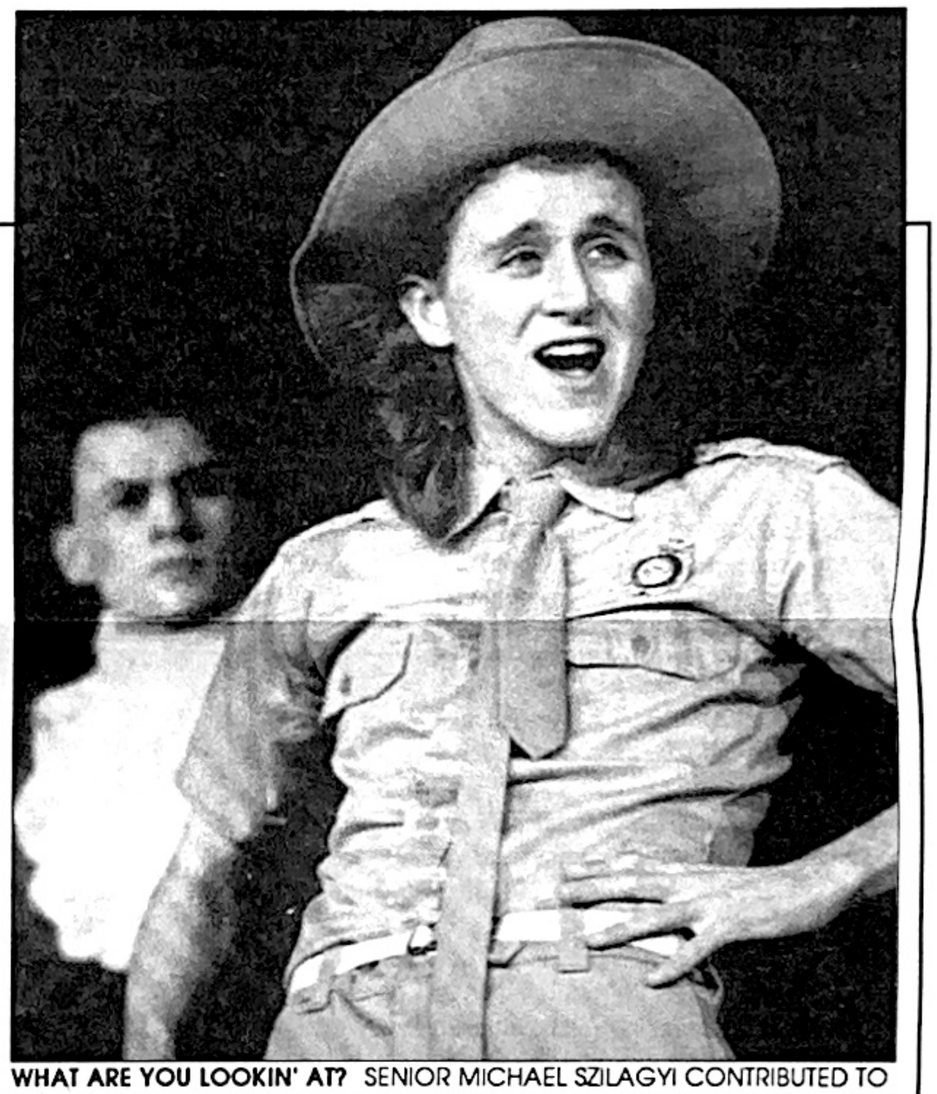
A possible promoter of Shaker unity, an All District Shaker Strings Display, will be presented Jan. 14 including elementary, middle school and senior high orchestras.

Oranges and grapefruits paid off. With over $11,000 in profit from fruit sales, the entire music department will be competing this spring in the International Music Festival in Toronto, Canada. In past years the Raider musicians have ranked superior.

DEVIATING STANDARDS

Perusing art galleries and studying the score of Bizet's "Carmen" do not seem to be extremely trying course requirements, but for seniors taking the elective course "Literature and the Arts," these are the type of activities expected. This level three class is taught by English teacher George Harley and its objectives are to "explore basic elements within the arts."

The exploration also involves students attending assemblies given by speakers such as art historian, Jenny Jones. In addition to group field trips, the course focuses on individual out-of-school attendance at art shows, music concerts and other cultural performances. Unfortunately, however, a class without written work this is not; students are required to share their personal experiences and write a term paper second semester.



WHAT ARE YOU LOOKIN' AT? SENIOR MICHAEL SZILAGYI CONTRIBUTED TO THE SUCCESS OF SHAKER'S FOURTH SHAKESPEARE PRODUCTION, "MEASURE FOR MEASURE" ON DEC. 4, 5 AND 6. *PHOTO BY DANIEL ROSENZWEIG*

Seniors tune in to musical past

BY CARYN MARKUS
Feature Editor

Far from the usual rock n' roll gigs formed by teenagers, two Shaker seniors have put their talent to the test of ancient Renaissance tunes.

The traveling quintet, consisting of seniors Bob Wood and Elizabeth Meadows, and three other area high school students, perform various Renaissance polyphony in English, French, Italian, Latin and Spanish. The four modern minstrels have been together for two-and-a-half years now, entertaining for everything from weddings, bar-mitzvahs, political fund-raisers and Christmas caroling at Shaker Square to the Junior League Holiday Festival and Sunday brunch at Stouffer Tower City Plaza Hotel.

The future does not seem to hold a place for these talented youngsters as a group, because each plans to go his or her separate way. Wood has ambitions to sing, compose and direct opera, while Meadows is a serious art student.

Creativity initiates strange study habits

BY PETER OVINGTON
Staff Reporter

Have you been known to cram for a French test by belting out musical verb conjugations in the shower? Or is aerobicizing to the beat of chemical equations more your style of "studying?" As one student said so eloquently, "Whatever works... works!"

Traditional methods of studying appear to be dying out in favor of today's student's personal approach to getting through homework loads. More high school students are turning to their own devices in an attempt to make learning quicker, easier and more interesting.

The conventional wood desk, well-ventilated space and well lighted area is not always a reality for students. In accordance with this, sophomore Carol Simmons says she has difficulty maintaining even the conventional private study area.

"The only place I can peacefully do homework is under my bed. If people in my family didn't constantly interrupt me, I might do my studying at a desk, like normal people."

If Simmons is abnormal in her study methods, then she certainly is not alone.

"If I still have another hour of studying to do, I'll just paint my toe nails, which will force me to wait for them to dry," explains junior Jamie Babbit. "In that hour, I can finish whatever work still needs to be done."

Contrary to this "materialistic" method, some students prefer a "metaphysical" route.

"Sometimes yoga helps me study," explains senior Ed Blunt. Breathing exercises clear my mind and help me relax, allowing more information to sink in."

Students whose study habits are not very innovative might muse at what other people are doing to make school work more interesting, efficient or individualistic.

Says junior Vilinda Dickerson , "I personally can't study unless I'm watching TV, listening to the radio and looking at a magazine."

Changing their ways

Wonson's exciting 4-0 basketball squad on Wright path to avenge records of yesteryear

BY PETER NAGUSKY
Editor-in-Chief

the SPORTS COLUMN
SHAKERITE

There I was...it was Dec. 1, and I was sitting on the bleachers in the boys' gym. It was already 7 pm on a Tuesday. Despite schoolwork awaiting me at home and my back beginning to stiffen, I was determined to see my first boys' basketball game at Shaker. You'd think as last year's sports editor and a regular hoops fan, I would have already been to a few already.

The night wore on and it turned into a most pleasant surprise, both for me and other Red Raider fans. Once the varsity team took the floor, they toppled over a skilled Parma squad, 84-83, in an inspirational fashion. The win boosted their record to 3-0, and another comeback victory three nights later over Valley Forge preserved their perfect mark.

When I didn't see senior Chris Painter in the layup-line during pregame warmups, I became a little concerned. After all this was a big game; any game in the league is. Plus, Parma boasts two of the area's most promising players—big man Tom Los and hotshot Tony Budzik.

With their best pure scorer—Painter—out of the lineup due to illness, coach Bob Wonson's team had to rely on determination, guts and 6'6" center Shane Wright. When the other four on the floor got the ball into Wright, the round thing found its way to the basket. *Big W.C. hit 12-15 from the floor, pouring in 26 points on* the evening. But it was more than his individual performance that made this a night Wonson and Shaker boosters will have a difficult time forgetting.

In the contest, which Shaker trailed throughout until around five minutes left, the Red Raiders found a harvest of talent. The night proved to be a showcase for the future of Shaker basketball. The JV pulled off another win in this young season, and the varsity got a chance to see some people other than Painter and Wright in responsible roles.

What they discovered proved to be quite satisfying and a long time coming. It's no secret that in recent years the high school has not been known as a haven for the fine sport of basketball. Even the hot-tempered Wonson had time enough to relax afterwards and savor what he just witnessed: the talent and drive he's been longing for since he accepted the head coaching job three seasons ago. The experienced strategist, formerly an assistant to George Raveling at Iowa, even got a chance to throw in a little pressure defense he's been working on.

He also found a new reliable man under the boards, junior Derek White. From my view, White seemed to be the most pleasant aspect of the evening. He is a clutch shooter and has a knack for the ball on the offensive end.

Also, I got a good look at junior Vada Burnett, incumbent superstar to Painter. Blind passes and uncanny accuracy highlighted his performance, not to mention 19 dingers—two of which came three seconds before the final buzzer.

Although the coach blew up at him throughout the game—before halftime, during halftime and after halftime—senior Rosel Hurley got a chance to prove that he's come a long way. Hurley was red-hot at various points throughout and if his character doesn't fit into Wonson's style, his play certainly does. You can count on Roz for double figures each time out.

A cast of others helped contribute in the game. Point guard Aaron Simmons worked best during a fast-paced tempo and coupled that with good judgement—something hard to find in high school players. It became clear that Philip Hughey has a long way to go before he contends for Painter-Burnett praise, but it's obvious he's got the potential to put the ball through the hole and drive the opposition nuts. And so it goes with the rest of the squad—Antione Russell, Mark Joyner, Chris Beeman, Duane Filey, Cornelius Jones, Rod Isham and Orlando Estes.

The night proved to be showcase for the future of Shaker basketball. The JV pulled off another win in this young season, and the varsity got a chance to see some people other than Painter and Wright in responsible roles...What they discovered proved to be quite satisfying and a long time coming.

O.K. It was my first game. I know. Maybe I'm getting carried away, but I truthfully think this team can handle Cleveland Heights. And after they take the Tigers on Dec. 19, league-leading Shaw better look out on Dec 22. Whew, this is getting me excited. I can't wait until the squad plays host to Normandy, and one of the area's most sought-after players, Mike Wawryzyniak, on Jan. 5.

But really, what this team proved to me was something I hadn't seen in a Shaker basketball contingent, even if it was my first game—and that was that this team's for real.

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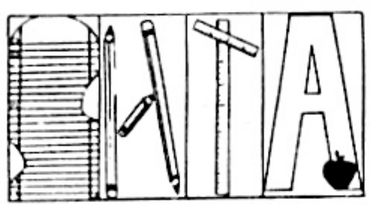

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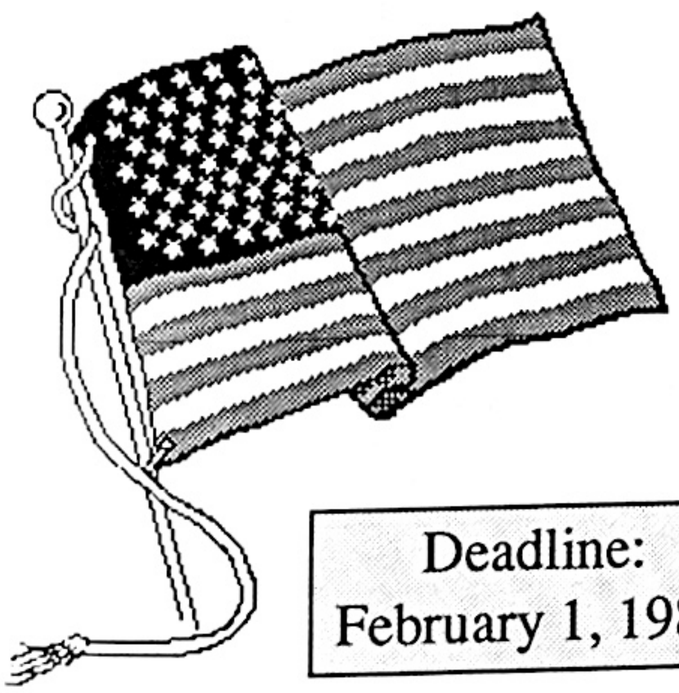

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SHAKERITE

Educating adolescents about AIDS

☐ Continued from Page 1

"I have heard some of my brightest students indulge in 'gay bashing,' wishing them all dead—no doubt in their minds—'this is the only way to control [the spread of homosexuals.]' To counter this dangerous thinking, as well as to protect them from their own vulnerability and that of people they care about, I think education is essential," said English teacher Julie Worley.

Throughout history, diseases have been described as punishments for social or personal wrongdoing. People, individually and collectively, "earn" diseases as penalties for their misbehavior. Our whole culture, from the Bible to "Miami Vice," cheer when the villain must die for his sins. And so, with AIDS, victims of the disease become outcasts. Many are fired from jobs, taken from school systems and even banished from communities.

AIDS does not discriminate. AIDS affects each one of us. But AIDS can be avoided. There are certain precautions a person can take. It is not easy to transmit the virus. It is difficult to contract. But facts can relieve fear and ignorance can lead to disaster. With documented research now available but scarcely used, how are students to be aware of an epidemic that some insist on comparing to the Black Plague?

Two surveys were passed out regarding AIDS education in schools—one to the entire high school faculty and the other to a portion of the student body. Below are some of the more interesting results:

Students

WHEN STUDENTS TALK ABOUT AIDS, 29 PERCENT USUALLY DO SO AS A JOKE.

WHEN STUDENTS THINK ABOUT AIDS, ONE IN THREE USUALLY LINK THE DISEASE IMMEDIATELY TO HOMOSEXUALS.

86 PERCENT GET SOME OF THEIR INFO ABOUT AIDS FROM THE NEWS, 43 PERCENT IN SCHOOL, 52 PERCENT FROM THEIR FAMILY AND 15 PERCENT FROM FRIENDS. 77 PERCENT OF THE STUDENTS WOULD LIKE TO LEARN MORE ABOUT AIDS.

32 PERCENT OF THE STUDENTS THINK SEX EDUCATION DOES NOT WORK, BUT 84 PERCENT BELIEVE AIDS EDUCATION WOULD.

LESS THAN HALF HAVE BEEN TAUGHT ABOUT AIDS AT THE HIGH SCHOOL.

JUST 11 PERCENT HAVE BEEN TAUGHT THOROUGHLY, AND ONLY 44 PERCENT SAY THEY'VE BEEN TAUGHT ENOUGH TO UNDERSTAND.

Teachers

THREE-FOURTHS OF THE TEACHERS THINK THAT A CHILD SHOULD LEARN ABOUT ANAL SEX AND THE CONNECTION BETWEEN SEX, AIDS AND DEATH BEFORE THEY GET TO HIGH SCHOOL IN THE NINTH GRADE.

98 PERCENT THINK SCHOOL IS THE PLACE FOR IT TO BE LEARNED.

90 PERCENT THINK AIDS EDUCATION IS POSSIBLE WITHOUT ENCOURAGING A TEACHER'S PERSONAL VALUES.

56 PERCENT BELIEVE IT IS THE PROPER FUNCTION OF A SCHOOL TO PUSH EITHER ABSTINENCE OR BIRTH CONTROL.

MORE THAN TWO-THIRDS OF THE TEACHERS SAY THAT STUDENTS HAVE SHOWN AN INTEREST IN AIDS.

FROM THEIR STANDPOINT, 80 PERCENT SAY STUDENTS HAVE MISCONCEPTIONS ABOUT THE DISEASE.

ONLY 60 PERCENT OF THE TEACHERS FEEL AS THOUGH THEY HAVE ENOUGH KNOWLEDGE TO LEAD A CLASS DISCUSSION ABOUT AIDS, BUT 80 PERCENT SAY THAT IF THEY HAD THE KNOWLEDGE, THEY WOULD FEEL COMFORTABLE DOING IT.

Where to teach

With the medical and insurance industries, the various levels of the government and most religious communities failing to meet the challenge with comprehensive programs, much of the burden on AIDS education has shifted to the school systems. But because teaching about the disease triggers talk of personal and social psychologies that are viewed as less and less human, a powerful array of detractors and doubters has formed.

"The way sex education is taught in the schools encourages experimentation," said noted conservative Phyllis Schlafly, who urges parents to review all relevant materials before allowing their children to be taught about a wide range of subjects. "It's the cause of promiscuity and destroys the natural modesty of girls."

Most of the pressure from various groups are pushing for an upheaval of a generally characterized lackadaisical attitude at home to get the message across to children. But last year, Surgeon General Koop virtually wrote off the family as a reliable source of sexual guidance. Though he insisted that parents stay involved, he cited reluctance and embarrassment as two reasons not to expect to get the message across at home.

"There will always be objections to controversial issues. I believe the community would rather have qualified teachers teach about a potentially fatal outcome," said substitute teacher Roger Freiberg, a health major, "than having the young people believe rumors."

One might guess that parental disapproval is the major obstacle to classroom AIDS education, but there have been very few complaints in places that have implemented classes on the disease. City high schools in Los Angeles, New York and San Fransisco have required AIDS education classes since the beginning of the 1986 school year. Only a handful of schools nationwide, however, bother to teach anything about it. Even those who do decide to teach about it run into several snags—or issues of controversy—along the way.

What to teach

"We have children with cancer in our public schools, and there are some forms of cancer that evidence suggests are caused by viruses. No one has ever, to my knowledge, marched around a school holding up signs saying anything about that youngster not being able to attend school," said Dr. Robert Sharrar, an epidemiologist who is implying a message that others have outwardly agreed with—this whole AIDS debacle has been blown out of proportion.

"I would suggest that we also develop a cancer curriculum, a drug abuse curriculum, a nicotine curriculum, a curriculum on heart disease and even on how T.V. is ruining our kids! AIDS is a problem—but it paces in comparison to some of the above. I really fear it's the media fad of the year," said U.S. Government teacher Jerry Graham.

The ways in which to teach about this many-faceted "fad of the year" are just as debatable as the place to teach it or when to teach it.

"Where do we draw the line? The gay community would love to come in and say theirs is an alternative life-style that's really O.K. But then what's next?" asked Joseph Casper, a member of the Boston school committee. "Do we bring in people who want to talk about safe bondage too? Chimps making it with chickens? It's insane."

For a closer look at the situation of educating adolescents about AIDS, look to a future Shakerite story dealing with when to teach, what the faculty thinks about an 8-year old learning about AIDS through graphic instruction, how to teach, the situation in Shaker Heights and how outside help plays a big part in getting the message across at school.

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